



Principles of English Language Teaching

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Abstract

The use of Artificial Intelligence (AI) in English Language Teaching (ELT) is a potential new development in education globally. In India, although urban schools have slowly begun to adopt AI powered tools for language learning, many objects and issues are still serious barriers to implementation in the rural area. This research work studies barriers to the adoption of AI for ELT in rural India. Barriers include digital infrastructure gaps, internet accessibility, teacher training, digital literacy and social and economic issues. Combining secondary data and case study evidence, this research work shows the gaps between urban and rural education environments and systemic issues creating the digital divide. The research identifies many cultural and linguistic mismatches between the AI tools and local context, arguing for the inclusion of contextual research into affordable AI solutions. The findings suggest ways to begin to articulate the on-going debate on equitable access to quality English education in India, providing next research on pathways for education authorities, educators and AI developers.

Keywords: *Artificial Intelligence (AI), English Language Teaching (ELT), Rural Education, Digital Divide, Language Learning Technology*



INTRODUCTION:

Language is the sound emitted by the mouth of a human being. It is a system of non-functional symbols, with the help of which people in a language-speaking society maintain understanding among themselves. Therefore, the medium of exchange of feelings is generally called language. The development of human civilization and culture has been possible only because of language. Its invention has given man the honor of being the best of creatures. Animals, birds, etc. express their feelings through various sounds and gestures, but through these behaviors it is not possible for them to express higher mental experiences like joy, surprise, astonishment, emotion etc. Only through language does a person express all his experiences and knowledge to others. Language is mainly of two types. Spoken or spoken language and written language. The collection of symbolic sounds used to communicate in human society consists of "spoken language". The sounds are given a fixed form to the spoken language by means of some special symbols. The language expressed with the help of these symbols is called "written language". Although there are many opinions regarding the origin of language, the word 'language' is mainly derived from the Sanskrit language. The word 'Language' is derived from the Greek word Loge's or thinking power. Through this language, a person is able to express all his feelings and thinking power. Therefore, it is undeniable that the role of language is very important for a person. There are different types of spoken and written languages in different parts of the world. In some countries, one language is used, while in other countries, multiple languages are used. Although there are about 782 Indian languages and 63 non-Indian languages in India, some languages including English are considered Indian. It has been accepted as a language.

What is Language:

Language is a special invention of the human race. It has given it a difference from other animals. Without the power of thought, the existence of language is impossible. The power of thought and language are two basic assets of man. Other animals are deprived of this. Of course, it has been observed that some other animals express their feelings like hunger, thirst, anger, compassion, joy, surprise etc. with the help of a few words. But that set of words cannot be considered as language. The power of thought indicated in that feeling is of a very primitive level and there is no evidence of any logic in it. In fact, in thought, reflection is a kind of conversation. In English, it is called Monologue. Through the reflection of thought, some ideas are condensed in the mind. The symbolic sounds of these ideas will not be accessible to the listener by simply pronouncing them, so these ideas have to be arranged in certain rules and given a familiar and definite form. This familiar and definite form is speech, which is the main or main element of language. Therefore, there is a clear difference between human language and the words of other animals. In human language, there is thought and definiteness, which is possible to analyze and study, but in the words of other animals, that thought is not there or is not a form. Therefore, its analysis or study is also not possible. These sounds of other animals are called 'impersonal speech' and human



language is called 'personal speech'. According to the critic Katipaya, the means by which the mind's feelings are clearly expressed is language.

PLACE AND IMPORTANCE OF ENGLISH LANGUAGE IN INDIA :

Among the languages used in India, English occupies a dignified, but a delicate position. Since the advent of Independence a great deal of controversy exist about the place of teaching English in the secondary School Curriculum. In fact, there has been a regular battle of language because of historical causes. English has enjoyed and enjoys a unique place in our school curriculum. It is used the official language of our country, i. e., the language administration of courts, language of legislature, of inter provincial communication, for international communication and of trade and commerce. The political awakening and national unity of country was possible only because of the Study of English language. It also raised the Indian moral in the international field. Hence, though English occupies a delicate position because of the demand of the critics and opponents, demand that which the end of the English rule, English language should go from India. It also occupies a dignified position, because of the reasons cited above. Let us now examine the place and importance of the study of English in Indian Schools. The continuation of the study of English is both desirable and necessary in India. Study of English helped us for bringing about the unity of our country and for the growth of nationalism. Knowledge of English helped the Indians to study the political thoughts like Abraham Lincoln, John Stuart Mill, Burke, Macaulay etc. who simulated Independent thoughts among our people. As a result the attainment of Independence became easier. Maulana Abul Kalam Azad, therefore said in a press conference, "So far as general studies are concerned it was never my intention to suggest that there should be any falling in the standard of English. One hundred and fifty years of intimate contact has made English an integral part of our national system and this cannot be changed without injury to the cause of education in India." "In addition English has today become one of the major languages of the World and Indians can neglect its study only at the risk of loss to themselves. I am convinced that in the future as well, the standard of teaching English should be maintained at as high level as possible."

1. English as a Link Language:

English works as a link language in India and between India and foreign countries. It is a language which is understood by the educated people of our country. Trade correspondence from one state and another is possible because of this language. It helps for national integration, communication between the state Government and the Government of the union. It is the greatest unifying link between the Hindi speaking and non-Hindi speaking people of India. If English is abolished, it will ultimately lead our country to disintegration, to very small units which will be different in language, culture and civilisation. As a link language it connects India with foreign countries. Not only today but also in the past the great Indian philosopher's like Swami Ram-Tirth, Swami Vivekananda glorified Indians name in distant countries like America and Canada, only due to their mastery over English language. It is the language of International politics, trade, commerce and industry. It is one of the six official language of the U. N. O. it is also the link language of the commonwealth countries.



It is the language of the World. So F. G. French says, "By the accidents of history and by the rapid speed of industrial development science, technology, international trade, and by something like an explosion the speed and ease of travel and by all the factors which have broken down frontiers and forced nations into closer interdependence. English has become a World language it is means of international communication, there is no other.

2. English Language is the richest Treasure of Literature:

No one can deny that English is a beautiful language. "It is a flexible vehicle of thought. Its literature is wide and varied as life itself, giving the student power to reason and judge with critical balance and equity." Describing in the domain of literature. Tagore once said, "I have no love for English men who were out to exploit us. I have no love for their outward glittering civilisation which is a mirage. If at all I love anything of the west, it is the English language with its galaxy of literary talent." It had an impressive impact on Indian literature. Rabindranath Tagore, Radhanath Roy, and the like were inspired by some of the eminent English poets and writers. Hence English should be retained in the Secondary School Curriculum, because of its literary value.

3. English as a Gateway of the World Culture:

English has been rightly described as a gateway of the World's Culture. It was a window to all scientific, technological, Socio-cultural and medical progress that is constantly taking place in the world. It is also described "as a pipe-line for the stream of knowledge in all branches of learning." It is no more the sole language of the Englishman only, but an ancient, well developed language spoken by half of the world population Gandhiji, therefore said, English is a language of international commerce. It is the language of diplomacy and it contains many literary treasure. It gives us an introduction to western thought and culture." After knowing fully well that English has given great advancement in education, culture and scientific developments to Indian people. We should not be totally give it up from our school curriculum merely from sentimental and narrow regional consideration.

4. English is a major vehicle of Modern Scientific Civilization:

English should be retained to impart instruction in scientific, technological, medical, education and law. An attempt to translate day to day scientific literature into Indian language will be a miserable failure. It is abolished. It will affect medical and legal practices. For practice or for higher education doctors and lawyers of one state can not to another state. It will greatly hamper intellectual and academic developments. The study of English has brought us, within the orbit of the Modern Scientific Civilization of the day. Therefore Pandit Nehru on 2nd September, 1956, said to the State Education Ministers that, "it is patent to me that this manpower for industrial, scientific and agricultural purposes cannot be trained in any Indian languages in the foreseeable future. It is absolutely clear to me and it is not an arguable matter that the Scientific and technological training has to be given in Englishes'.



He urged young people who wanted to be in responsible jobs to learn English and other foreign language like Russian, French, German, Arabic and Chinese in order that we may develop links with the rest of the world.

5. The Study of English offer Opportunities for Leadership:

Learning English increases the quality of leadership in every person. Since language is a means of exchanging feelings. Because through language, one understands the feelings and intentions of another person. However, most of us assume that language is a means of expressing our thoughts and feelings. We have become quite accustomed to this idea. So we forget that it also serves as an important means for us to think and react to different things. It is very important for us to understand this use of English language. Especially those who want to work with young children should understand it well. Because language plays a formative role in the development of a child's personality and learning at an early age. It acts as a clear but powerful means of improving a child's perception of the world, interests, skills and even moral outlook. So "Leadership in the modern world cannot be achieved with the knowledge of history and Economics, the politics and the religion of many lands. English is a symbol of this contact with the outside world." Therefore, it creates ample opportunities for leadership through the English language. Now the question arises what is leadership or what are the leadership skills. This needs to be emphasized. We will discuss which leadership skills can be acquired through the English language.

What are Leadership Skills ?

Leadership skills are the qualities individuals in influential roles possess to direct and complete tasks, support initiatives, create a sense of unity within a team, and empower others. Leadership skills also include the abilities or strengths shown by people in management roles that guide and encourage a group of people and their team toward achieving a common goal or set of goals. These skill sets include communication, negotiation, conflict resolution, decision-making, and more. Some popular leadership qualities may value and look for in a candidate, including communication, negotiation, conflict resolution, adaptability, critical thinking, decision-making, problem-solving, relationship building, and time management etc.

(I) Communication:

When you work in a leadership position, you must clearly explain everything from expectations to goals and tasks. Establishing open communication between yourself and your team members is also important. Not only does creating an environment of open communication promote cohesiveness as a team, but it often encourages an atmosphere of transparency. Excellent communication considers what is being communicated and how it is being communicated. As an effective communicator, you do more than just clearly verbalize expectations. You also incorporate active listening, nonverbal communication, presentation skills, and engaging public speaking.



(II) Self-awareness:

Self-awareness in leadership involves understanding your own personality, behaviors, and motivations and then considering how these traits and qualities influence your leadership skills. Self-reflection can be a powerful tool all on its own. Self-awareness and reflection can help you realize what you offer to your job as a leader and where you need improvement. Self-awareness entails identifying where you excel and where you should grow—and when your leadership excels, your company's productivity tends to follow.

(III) Strategic approach:

Leaders must think strategically and critically when making difficult decisions. Effective leadership involves making well-considered and critically-analyzed decisions to lead teams to success. Successful leaders will think before they act, or in other words, have a strategic plan before taking action. The time it takes to devise a strategy depends on the problem or decision. A good leader devotes the necessary time to strategy development.

(IV) Creativity:

A creative mindset is open, not closed or rigid, and produces ideas and solutions that are both significant and effective. By encouraging a team of people to solve problems creatively, leaders provide the opportunity to develop goods and services that set the team apart from rivals, creating a competitive advantage. Creative leaders also foster an innovative culture by encouraging teams to showcase ingenuity as a unit.

(V) Time management:

Time management involves planning and regulating how much time to devote to different tasks. In leadership, good time management is important not only for yourself but also for planning and managing the workflow for the entire team and in the society. Proper time management by leadership members affords leaders more time to invest in their team and in the society.

(VI) Relationship building:

The general nature of leadership roles revolves around people. Leaders cannot effectively lead without understanding the people they are guiding. The ability to forge bonds and establish communities is necessary for an effective leader. Building relationships with team members makes everyone feel safe, supported, and motivated toward a common goal.

(VII) Problem-solving:

Effective problem solvers in leadership have the ability to foresee issues in the workplace, define the problem, identify their causes, develop a plan to remedy the problem, and learn from the problem to avoid future issues. Problem-solving requires strong communication skills and respect for all parties involved. Viewing and presenting issues as opportunities can benefit leaders and staff alike.



An example of this would be a decline in social media engagement viewed as an opportunity to increase social media presence rather than a problem. Problem-solving is both an ability and a process. As an ability, problem-solving can aid in resolving issues faced in different environments like home, school, abroad, and social situations, among others. As a process, problem-solving involves a series of steps for finding solutions to questions or concerns that arise throughout life.

(VIII) Decision-making:

Effective leaders make decisions that benefit themselves, their team members, clients, stakeholders, and organizations. Using critical thinking skills in decision-making allows you as a leader to identify problems and develop solutions advantageous to your business and your employees. Decision-making by leaders must always be fair and objective and involve the use of appropriate language when communicating.

(IX) Critical thinking:

Critical thinking is analyzing information to fully comprehend an issue or topic. The steps of the critical thinking process often entail gathering facts and data, posing deliberate queries, and examining potential answers. For instance, if you work in HR and must settle a dispute between two coworkers, using critical thinking skills can help you determine the nature of the conflict and the appropriate course of action. Critical thinking is an important component of decision-making.

(X) Adaptability:

As an adaptable leader, you adjust your behavior in response to situational changes. You are resilient when things don't go as expected and recover quickly from setbacks by viewing them as an opportunity to grow. Showing adaptability in leadership involves being flexible and adjusting to changing conditions and environments. Adaptability can also mean that you stay up-to-date on changing technologies and business needs, so you can help your team pivot and contribute to ongoing success.

(XI) Negotiation:

Negotiation involves two or more parties engaging in a conversation to find a solution that is acceptable to all parties. As a result, you and the person you are negotiating with may reach a formal agreement, such as a contract or a less formal verbal agreement. When used as a leadership skill, negotiation can foster a sense of fairness and equality, allowing all parties to be heard. Employees and coworkers may be more likely to feel understood when conflicts are handled with negotiation. Effective negotiation involves understanding the interests of all parties and working to reach a solution that satisfies each one.



English to be taught as language comprehension :

Now it is felt that English cannot be taught to our Indian students as in the past. It is to be taught as a language of comprehension rather than a literary language. In the past English was used as the medium of instruction, as the lingua franca of a country, as the language of administration and the language of international counsel and commerce. At present English cannot perform these fourfold function in the changing climate. English cannot be the medium of instruction of the Secondary Stage of Education strictly from pedagogical point of view. At this stage. Mother Tongue is the only accepted medium "It (mother tongue), is a natural for the development. The mind of the man as mother's milk is for the development of the infant's body." Through this medium the child expresses his feelings and desires and 'understands the feelings and desires of others.' V. K. R. V. Rao once remarked, "India would be as any other advanced nations in the world in the next fifty years, if the medium of instruction in school and universities was switched over to the mother tongue from now." English cannot be the lingua franca of India, because it is a foreign language. Therefore, our constitution has ordained that Hindi should gradually replace English as the lingua franca of India. It will promote a sense of national consciousness. English is the language of widest international currency and a treasure house of world wide learning and research in literature, life, art science and technology. The technical importance, the commercial weight and the cultural content of English clearly explain the world-wide acceptance of the language as the medium of the intellectual exchange.

PRINCIPLES OF ENGLISH LANGUAGE TEACHING:

The principles of English language teaching emphasize learner-centeredness, active learning, and creating a communicative environment. Key principles include focusing on meaning, using authentic materials, encouraging communication, providing feedback, and considering the learning context. Key Principles of English Language Teaching:

1. Learner-Centeredness:

Recognize that learners have individual learning styles, prior knowledge, and motivations. Adapt teaching methods to cater to these differences.

2. Meaningful Learning:

Focus on understanding and using the language in context rather than just memorizing rules. Use authentic materials and real-life situations to make learning relevant.

3. Active Learning:

Encourage students to actively participate in the learning process through activities like speaking, writing, and listening. Minimize passive learning like simply listening to lectures.



4. Communication-Focused Approach:

Prioritize developing communicative competence, which involves the ability to use the language effectively in real-life situations. Encourage students to interact and communicate with each other and the teacher.

5. Feedback and Assessment:

Provide regular and constructive feedback to students on their progress. Use a variety of assessment methods to evaluate their language skills.

6. Context Matters:

Consider the social, cultural, and linguistic context in which the language is being learned. This includes understanding the learners' background and needs.

7. Repetition and Practice:

Repetition is a key to learning and forming language habits. Provide opportunities for students to practice what they have learned.

8. Language-Culture Connection:

Recognize that language and culture are intertwined. Include cultural elements in the teaching process to enhance understanding and appreciation of the target language.

9. Developing Interlanguage and Communicative Competence:

Encourage students to develop their own "interlanguage," which is their evolving understanding of the language. Focus on developing their ability to communicate effectively in real-life situations.

PRINCIPLES OF ENGLISH LANGUAGE TEACHING AT SECONDARY LEVEL:

At the secondary level, effective English Language Teaching (ELT) should follow principles emphasizing motivation, learner-centered activities, and practical application of language skills. Key principles include focusing on developing all four language skills (listening, speaking, reading, writing). Additionally, lessons should be engaging, relevant to students' lives, and encourage critical thinking.

Elaboration on key principles:

◆ Motivation and Interest:

Teachers should create an environment that fosters engagement and excitement for learning English, using visual aids, real-life examples, and diverse activities.



◆ Learner-Centered Activities:

Instruction should be tailored to students' individual needs and learning styles, encouraging active participation and collaboration.

◆ Four Skills Development:

Equal attention should be given to developing all four language skills: listening, speaking, reading, and writing.

◆ Practical Application:

English language learning should be connected to real-life situations and contexts, making it more meaningful and relevant.

◆ Context and Situation:

Language should be taught in meaningful contexts, rather than just memorizing rules or vocabulary.

◆ Habit Formation:

Teachers should encourage students to develop positive learning habits, such as reading, listening, and using English in various settings.

◆ Critical Thinking:

Lessons should promote critical analysis, problem-solving, and evaluation skills.

◆ Use of Mother Tongue:

In initial stages, the teacher can utilize the students' first language to facilitate understanding.

◆ Controlled Vocabulary:

While encouraging a wide range of vocabulary, introducing new vocabulary systematically can help students retain what they learn.

◆ Regular Review:

Frequent review of previously learned material is crucial for retention.

◆ Immediate Corrections:

Provide feedback on student errors promptly to avoid confusion and frustration.

◆ Equity and Inclusion:



Create a supportive and inclusive environment where all students feel valued and have equal opportunities to learn.

♦ Community of Practice:

Teachers should collaborate with colleagues, share resources, and learn from each other to improve their teaching practices.

♦ Assessment:

Regularly assess student progress to identify areas for improvement and ensure that students are making meaningful progress.

AIMS OF ENGLISH LANGUAGE TEACHING:

The primary aim of English language teaching is to develop proficient communicators who can effectively use English for various purposes. This includes enabling learners to understand, speak, read, and write English fluently and accurately. Specifically, the goals are to improve communicative competence, enhance literacy skills, and foster a deeper understanding and appreciation of the English language and its cultural context.

(I) Specific Aims of English Language Teaching:

♦ Communicative Competence:

The ability to use language effectively and appropriately in real-life situations, including understanding spoken English, speaking fluently, and writing various types of compositions.

♦ Language Skills:

Developing proficiency in listening, speaking, reading, and writing through various activities and techniques.

♦ Vocabulary and Grammar:

Expanding vocabulary and understanding the rules of grammar to enable accurate and effective communication.

♦ Literacy:

Improving reading comprehension, writing skills, and appreciation of literature.

♦ Critical Thinking:

Developing the ability to analyze, evaluate, and interpret information presented in English.

♦ Interpersonal Skills:



Enhancing the ability to interact and communicate effectively with others in English.

♦ Access to Global Knowledge:

Providing access to a wider range of knowledge and resources through English.

(II) Aims of English Language Teaching at Secondary School Stage:

The aims of teaching English at secondary school stage are four-fold. They are popularly referred to as LSRW. They are:

1. To enable the pupils listen to English spoken at normal speed and understand it. (Listening comprehension-L)
2. To enable the pupils speak English intelligibly at normal speed suited to their standard. (Speaking ability-S)
3. To enable the pupils read at normal reading speed and understand what is read. (Reading comprehension-R)
4. To enable the pupils use English and write on topics of their interest. (Writing ability- W)

OBJECTIVES OF ENGLISH LANGUAGE TEACHING:

The main objectives of teaching English are to develop communicative competence, including proficiency in listening, speaking, reading, and writing, and to enable students to use English effectively in various real-life situations. This also includes fostering critical thinking and creativity through the use of English.

Here's a more detailed breakdown of the objectives:

1. Developing Communicative Competence:

♦ Listening:

Students should be able to understand spoken English in various contexts and comprehend different accents and speeds.

♦ Speaking:

Students should be able to express themselves clearly and confidently in English, using appropriate grammar, vocabulary, and pronunciation.

♦ Reading:

Students should be able to comprehend different types of texts, understand main ideas, infer meanings, and analyze the content.



◆ Writing:

Students should be able to write clearly, coherently, and effectively, using appropriate grammar, punctuation, and vocabulary.

2. Functional English:

◆ Practical Usage:

Students should be able to use English in everyday situations, such as shopping, asking for directions, or engaging in conversations.

◆ Professional Purposes:

Students should be able to use English for academic and professional purposes, such as writing reports, giving presentations, or attending international conferences.

◆ Access to Global Knowledge:

English provides access to a vast amount of information and resources available in English, which can be crucial for academic and professional success.

3. Other Important Objectives:

◆ Critical Thinking and Creativity:

Learning English can help students develop critical thinking skills, analyze information, and express their ideas creatively.

◆ Cultural Understanding:

Studying English can expose students to different cultures and perspectives, fostering empathy and understanding.

◆ Literary Appreciation:

Reading English literature can enhance students' appreciation for literature, language, and culture.

◆ Grammatical Accuracy:

While fluency is important, understanding and applying grammatical rules is also essential for effective communication.



Some More Objectives Of English Language Teaching:

A) To enable the pupils listen to English at normal conversational speed the objectives are:

1. To listen to the English sounds carefully and distinguish them from the mother tongue sounds.
2. To learn the correct pronunciation of English sounds, and also the stress and intonation patterns of English speech.
3. To understand the meanings of the words and structures of the English language.
4. To recognize the mood of the speaker in a given context.
5. To distinguish among the various types of sentences statements, questions, commands requests and exclamations.

B) To enable the pupils speak English at normal conversational speed the objectives are:

1. To speak English with correct pronunciation, stress, intonation and pause.
2. To use appropriate vocabulary and structures to give vent to their ideas, feelings and desires.
3. To present ideas sequentially.
4. To speak at a pitch of the voice as demanded by the situation.

C) To enable the pupils read the language aloud at normal reading speed the objectives are:

1. To read passages from the text aloud with clarity using correct pronunciation.
2. To use appropriate stress and intonation patterns and pauses.
3. To read at a pitch of the voice as demanded by the situation.
4. To read employing the appropriate mannerisms.

D) To enable the pupils read the language silently the objectives are:

1. To read at a reasonable speed with comprehension.
2. To understand the meanings of the words and phrases from the context.
3. To identify the key words, phrases and sentences in the reading material.
4. To interpret ideas, events and traits of characters presented in the reading material.
5. To summarize the reading material.
6. To infer the mood and purpose of the author or the poet.

E) To enable the pupils write the language correctly the objectives are:

1. To spell the words correctly.
2. To punctuate what is written using capital letters and the various punctuation marks correctly.
3. To present ideas in a logical sequence.
4. To divide the matter into appropriate paragraphs and arrange them in proper sequence.
5. To use a variety of grammatically correct sentences as demanded by the situation.

H. METHOD AND APPROACHES OF ENGLISH LANGUAGE TEACHING:

Bertrand Russel once said, "The questions of what should be taught and how it should be taught are intimately connected because if better methods of teaching are devised, it is possible to learn more." The ways justify the end. Similarly, the effective methods of teaching can predict our success in achieving the end. During the past two or three decades there have been many statutory changes in the methods of language teaching, mostly in the teaching of English in Cur secondary schools. Many worthwhile and pioneering experiments with new methods and new teaching practices have been conducted by experts like Dr. Michael West, E. G. Gatenby, H. E. Palmer, F. G. French, A. S. Hornby and F. L. Billows. The chief purpose of these experiments is to equip our English teachers with the best possible materials to attain, to discuss the traditional methods of teaching English employed in India for a long time and the principles and techniques of the New Approach.

1. The Translation Method:

The translation method, which is often called the translation-cum grammar method, is one of the oldest methods of teaching English. This method is still followed in most of our classrooms. In this method the English words, phrases and sentences are taught by means of word for word Translation into the mother tongue of the pupils. It is felt that the vocabulary and phraseology of the foreign language could be best interpreted through translating its meaning into mother-tongue.

2. The Direct Method:

The aim of the Direct Method is to teach English directly. It aims at creating a "direct association between the English word, phrase and idiom and its meaning." A new word or expression of a child is connected directly with what it stands for. In the words of Kirkman, "The principle is that foreign words or word groups should be associated with its meaning directly in other words without the habitual intervention of the native speech. But the essential condition of success in all direct method lessons is that each lesson should be upon a definite plan that there should be a carefully limited amount and that this would be taught in orderly stages and be systematically revised." As per an example given below, we will clearly see about this method.



In the direct method, speech rather than reading is emphasised. When a teacher has to teach the word "Mobile" he should hold it in his hand a mobile and show it to the students. Then he will say, "You see, a mobile in my hand. This is my mobile." Then he will say. "This is his mobile." "I put the mobile in my pocket" etc. thus he will speak and students will listen. The word 'mobile' will be established in the minds of the students. Through the familiar things like "mobile" will gradually develop their experience. According to the age and requirements of the students, the teacher will have to select the materials. The direct method aims at creating a direct bond between thought and expression, words and ideas and between experience and language. The learner should experience the new language items in the same way in which he experienced his mother tongue. The child in the translation method found that the foreign concept and idea is first translated into mother-tongue and then understood. But in the direct method mother-tongue is reduced to the minimum. The child understands what he hears or reads in the foreign language without thinking of the mother tongue equivalents. Without taking the help of translation he speaks and writes the Foreign Language. Champion says. "To prevent the intervention of the mother tongue between the English word and its meaning is to inhabit the mother tongue." "The use of a mother tongue does not create the atmosphere which one needs to learn the language." Kirkman also gives his opinion. "The principle is that a foreign word or word group should be associated with its meaning directly in other words without the habitual intervention of the native speech." Like his mother-tongue, the child speaks the foreign language fluently and effectively. Therefore Champion says that. "He acquires instinctive unerring language sense which we all possess in varying degree in the mother tongue and which, superseding all rules, grammars and dictionaries, resting at bottom in the direct association between experience and expression, is the only sure guide in the use of a language"! This method aims at enabling the child to think in English and to give up the practice of inwardly thinking in his mother tongue. He gets an opportunity to grasp what he hears and reads in English and then express his thoughts fluently. As a result, in due course of time he gets a real command over the language.

3. The Structural Approach Method:

Historically, the teaching of English as a foreign language was handled in India through many different techniques. At the early stage, Translation method was quite popular and it was abundantly used in the class-rooms by our teachers of English. Then we had the Direct Method of teaching English, which aims at establishing direct association between experience and expressions. To improve the situation still further. Dr. Michael Wert's New Method was given extensive trial. It gave emphasis on the principle of priority of reading. Separate provision was made for the readers with selected vocabulary and a judicious use of the mother-tongue. All these techniques could not succeed in our schools for several reasons. With the introduction of a Structural Approach to the teaching of English in the earlier method relegated to the background.



◆ What is Structure:

Generally speaking, structure means, the manner in which something is built. In linguistics, the word refers to a certain arrangement or order in respect of language. For example, we have sound or phonological structure, word or morphological structure and sentence or syntactical structure. The English sound structure is such that we can have a word like song or sink, but there cannot be a word like ng-so, or nk-si. Unlike the African Languages, we cannot have an English word beginning with ng or nk. The word structures in English are based on the arrangement of meaningful sound units known as morphemes. For instance the word ungentlemanliness is made up of four morphemes, which are arranged in a definite order. You cannot have a word with the morphemeness of the beginning or on at any other position. Thus, there is a fixed order in which sounds or words are assembled and meaningful sound units of words are arranged. That order is called structure. However, in using the word structure in context of the structural Approach, the specific reference is to the sentence examples. or syntactical structure. Take the following examples:

- ◆ A brave man killed the tiger.
- ◆ The tiger killed the brave man.

The two sentences in the examples are composed of the same words only with a change in the order of words between them. But mark how the meanings are different. It may be noted that English is a language in which the order of words within the sentence is fixed and meaning of the sentence depends on the word order. It is not the isolated words but the words used in a definite order which convey the function of words and their meaning in the sentences. In other words structure determines the behaviour and meaning of language. Structure may be defined as the arrangement or order of words they are used in a phrase or sentence.

◆ The Importance of Structures:

To learn a language one has to master the tools of the language through constant use and practice. We know that language is primarily speech and the unit of speech is not the word but the sentence. To learn the use of sentences, we have to master the word order or structure as it is called. You may know all the words in the dictionary, yet you cannot frame a sentence unless you know the order in which the intended words can be used. Structure is, therefore, considered as the most important possession sound theoretical knowledge of all aspects of engineering, cannot work effectively on the smithy table as effectively as the routine workman who has mastered the skill by sheer practice, can. The same is true about language learning. One who mastered the structures by practice, can use the language more effectively than his traditional counterpart poring over it for years. The teaching point must be used to convert them into structure. Here some example:



<u>Teaching point</u>	<u>Structure</u>
◆ My	This is my Bat
◆ Your	That is Your Mobile
◆ His	This is his book.
◆ Her	That is her doll.
◆ Here	He is here.
◆ There	Gita is there.
◆ On	This book is on my table.
◆ In	Your pen is in my pocket.
◆ Or	Is your pen red or blue ?
◆ Up	He is climbing up the tree.
◆ Down	She is walking down the steps.
◆ Of	This is the point of my pen.

4. Bilingual Method:

Bilingual Method is a sort of compromise between the two traditional methods namely the Translation Grammar Method and the Direct Method, and combines in itself the chief advantages of both the methods. Meanings of difficult words are quickly and easily explained as in the Translation Method, and speech is emphasized as in the Direct Method. The Translation Method advocates a liberal use of the mother tongue in teaching a foreign language while the Direct Method completely inhibits the use of the mother tongue. But the Bilingual Method takes Its stand between these two extreme views and tries to synthesize the basic principles of both the methods. Here the mother tongue is used to achieve the target language as the method is based on the principle of transfer of learning. According to the Direct Method situations are to be created to explain the meanings of vocabulary and structures. But the Bilingual Method believes that it is a waste of time to recreate the situations while teaching a foreign language which were originally learnt by the children while learning their mother tongue. The teaching-learning process will be facilitated if only mother tongue equivalents are given to the pupils without duplicating or recreating the situations. Instead a thorough pattern drill and practice are advised. Thus the Bilingual Method is nothing but using the mother tongue to a minimum extent while teaching a foreign language.



5. Oral Approach:

Hearing before speaking, speaking before reading and reading before writing is the oral approach. Actually language is primarily a spoken form, script is a later development. No two languages are exactly alike. Each language is unique in its own structure. Languages are habits. Habits are established by repetition. Hence language must be learnt through repetition. The oral aspects should be taught before reading and writing. The reading and writing aspects should be taught in their stated order, since graphic symbols must be seen before they are produced.

6. Situational Approach:

To make language teaching natural, meaningful and realistic words and structures should be taught by creating appropriate situations. It is obvious that a word or structure conveys its meaning completely only when it is presented in a situation. The particular situation helps the teacher to practice the structure and relate it to its meaning. It also helps him to build up a vocabulary of content words. Everyday classroom situations may be used in order to inculcate interest among the pupils towards language learning. And these situations may be built up by using objects available in the class or outside the classroom, by the use of pictures, drawings, maps and sketches, by gestures and actions and by drawing on the chalkboard. In the advanced stages conversation is the best way to create situations. This conversation is best assisted by the questioning and elicitation process. The situation should be appropriate to a particular structure. If it is not appropriate to a structure it may lead to confusion. Take for example the structure I walk. If this structure is to be taught, the action demonstrating it should be performed simultaneously as the words are spoken. The teacher should say it while performing the action of walking.

I. PRINCIPLES OF FOUR FUNDAMENTAL SKILLS OF ENGLISH LANGUAGE TEACHING:

The means or methods of learning English can be of different types. When early childhood children start learning, they have different methods. If we ask how they learn? ♦ The answer will be as follows.

- ♦ Through the five senses of touch, smell, sight, hearing and taste.
- ♦ By imitating.
- ♦ By observing our surroundings.
- ♦ From direct experience.
- ♦ Through the conversation of our younger and older children.
- ♦ By observing other people.
- ♦ By looking at and reading pictures in books.



- ◆ By playing with learning materials and toys.
- ◆ By interacting with classmates.
- ◆ By participating in group work, pair work and assignments in the learning process.

In this sequence, there will be a gradual progression from small children to older children in learning the English language. Later, the language learning strategy will begin with a learning process based on four main skills. So what other aspects of English language learning are there for early childhood children? Every child has some or the other nature. Which shows their interest in learning. Therefore, the child's temperament must first be observed. Because their temperament can indicate signs of language learning, such as:

- ◆ They are imitators.
- ◆ They are creative.
- ◆ They learn through play and activity.
- ◆ They value their freedom and independence.
- ◆ They enjoy playing with each other and talking to each other.
- ◆ Their attention span is short.
- ◆ They are active and active.
- ◆ They do not sit still for long.
- ◆ They are eager to learn more when they are praised.
- ◆ They are curious.
- ◆ They are very eager to learn new things.
- ◆ They learn by experimenting with the environment.
- ◆ They need affection, love and care.
- ◆ They hate any kind of punishment and criticism.
- ◆ They can easily recognize those who love them.
- ◆ They do not like adult interference, etc.



So what should be done for those pre primary children to take the English language section forward? This is a question. Before going directly to the LSRW method, we need to do something. For example:

- ◆ Love and respect the child.
- ◆ Make learning enjoyable for the child.
- ◆ Talk to the child with a smile.
- ◆ Call each child by their first name and address them as brothers and sisters.
- ◆ See everyone as equal.
- ◆ Give easy tasks instead of difficult ones.
- ◆ Create a child-centered environment in the school.
- ◆ Encourage interaction between children.
- ◆ Give children opportunities to prepare play materials and equipment.
- ◆ Teach through songs, stories, dances, games, and drama.
- ◆ Praise the child.
- ◆ Respect the child's independence and freedom. Etc.

Now let's look at the four basic skills for children's English language learning.

1. LISTENING:

Listening is the first step in learning a language. In fact, it is the foundation stone for learning a language in full. Listening, however, should not be equated with hearing. There is difference between hearing and listening. We hear because we have ears. That is, we hear anything in a casual way, not purposefully. Listening, on the other hand, is purposeful hearing. While listening one will be attentive to what is being said. For example, while in the classroom, the pupils might hear the honking of a horn or the barking of a dog. But they do not concentrate on these sounds nor do they try to register them in their minds. But they are expected to listen to the teacher carefully and try to remember what he teaches. In our schools, wherever they are, teachers of English lay more emphasis on reading and writing at the expense of listening and speaking. This is so because listening and speaking are not important from the examination point of view. Those skills are never put to test at the time of examinations. Hence they are totally neglected. But the fact remains that listening is the foundation stone for learning a language in full. Without properly developing the listening skill the other skills of language learning cannot be developed.



Hence, first, concentration should be laid on the development of the listening skill on the part of the pupils. Proficiency in listening leads to proficiency in speech; proficiency in speech, in turn, leads to proficiency in reading; proficiency in reading finally leads to proficiency in writing. The development of all these skills ultimately leads to proficiency in language usage. Hence, teaching listening skill is very important. The three types of Listening are:

♦ **Techniques of Teaching Listening:**

1. Babble Gabble:

This technique encourages children to listen carefully to re-member the plot and sequence of events. The teacher starts by telling a story. Afterwards the children work in pairs. One child retells the story to their partner as fast as possible whilst including as much detail as possible. After a minute the listener takes over to continue the tale. This pattern continues for a few turns.

2. Barrier Games:

Barrier games focus on giving and receiving instructions in order to complete a task. They involve careful listening and giving clear, explicit instructions. The speaker has to provide clear instructions for the listener. The listener has to ask questions, clarify understanding and gain information in order to complete the task. A barrier can be used e.g. a screen, to separate the speaker and listener while the instructions are being given.

3. Word Tennis:

This involves making a story with a partner. Each person says one word or phrase in turn so that they gradually build up a story. The children need to listen carefully for keywords, main points and events so that the story continues to make sense.

4. Draw a Story:

This involves the children sitting and listening carefully to a story. The teacher pauses at various points during the story and asks the children to draw the relevant part of the story. At the end the children are encouraged to retell the story using their pictures as prompts.

5. Telephone Conversations:

The children are encouraged to sit back to back to hold a tele-phone conversation. The content of the conversation can vary e.g. passing on information, discussing a problem or describing an event. The children need to listen carefully because they cannot rely on gestures or facial expressions.

6. Ways to Listen:



Children need to be given opportunities to listen with a given focus. They could listen to a topic and then work out questions they would like answers to. They could be provided with headings to help them to listen systematically. They could be encouraged to listen out for key words. They could be asked to make a picture in their heads as they listen.

7. All Change:

The children need to be made aware that a sentence can mean different things depending on which words are emphasized. The teacher can say a sentence in monotone then repeat the sentence using different intonation. The children should be given the opportunity to discuss the impact of the change.

2. SPEAKING:

Like listening, speech also is a primary skill in language learning. In fact listening and speaking are complementary to each other and are interrelated. One skill doesn't exist without the other. Both of them are used continuously in the communication process. The listener and the speaker change roles in the communication process. Speaking ability in a language certainly depends on the listening ability. The right type of listening practice will result in good speech habits because imitation plays an important role in forming speech habits.

◆ SOME CLASSROOM TECHNIQUES OF SPEAKING:

1. Talk Partners:

This involves putting the children into pairs for a period of time and building in opportunities for them to talk to each other to share ideas and experiences and reflect on what they have learned.

2. Debates:

The children can be encouraged to stick to a particular point of view and try to persuade others to agree to their point of view. They should be encouraged to develop their arguments and reasons and present their ideas either individually or as a group.

3. Predicaments and Problems:

Children need to be given opportunities to try to solve difficult situations many of these can relate to what is being covered in other areas of the curriculum. The children should be encouraged to put themselves in the situation of a person having to make a difficult decision. They need to weigh up all the alternatives, give reasons for their decision and negotiate situations of possible conflict. Role play could be very useful.



4. Glove Puppets and Shadow Theatre:

Puppets can be a very useful to encourage children to speak and to listen. Provide a tape recorder during rehearsals - this can help children to develop and refine their work, reflecting on their use of language and how they use their voices.

5. Photos and Paintings:

The children can be encouraged to construct a story or report centered on a particular photograph or painting. The focus can be cross curricular.

6. Radio Broadcast:

Making a radio broadcast can be quite challenging for many children because they have to sustain talk without the help of gestures, eye contact or an audience in front of them. The children can work on their own or in small groups. The topic of the broadcast should involve explaining and reasoning or trying to persuade others.

7. Just a Minute:

The children can be given the opportunity to talk on a given topic for a minute without hesitation, repetition or deviating from the subject matter. If the rules are broken others can challenge and continue to talk for the remainder of the minute.

3. READING:

Reading is generally referred to as the process of correctly pronouncing written words and extracting meaning from them. The skills of language learning namely listening, speaking, reading and writing are interrelated. Out of these reading is, perhaps, the most useful skill a school can attempt to teach. Dr West's New Method is actually based on the principle of developing the reading skill. Reading is considered as the most important tool for academic success. Speech precedes reading and reading gives the input for writing. In his essay "On Studies" Lord Bacon has rightly pointed out, "Reading make a full man" In fact good habits of reading promote self-confidence on the part of the reader and develop his personality. In the words of Kitson, "Reading is by far the shortest road to learning to speak and write a language". In the opinion of Trivedi and Gnanchi, "In fact the education of a child is imperfect unless he is equipped with the ability to read. The intellectual advancement of a child is strictly limited if he is unable to read.

So why are we Reading ?

- ◆ For pleasure
- ◆ For the development of oral language
- ◆ To create interest in written materials for sound awareness



- ◆ To acquire knowledge about letter sounds
- ◆ To read and understand written text
- ◆ For vocabulary growth
- ◆ For pure writing

How are the Children reading ?

- ◆ Finger reading
- ◆ Reading a letter repeatedly
- ◆ Reading a word repeatedly
- ◆ Don't stop reading near punctuation marks.
- ◆ Skipping letters and reading
- ◆ Add a new word, leaving the written word out.
- ◆ Reading without understanding the meaning
- ◆ Reading by guessing without knowing.

SUB-SKILLS OF READING:

Reading involves a number of sub-skills.

1. Global Comprehension:

In reading a text for meaning, it is desirable to go from the 'whole' to the 'parts', and not vice versa, as unskilled readers tend to do. A poor reader will pick up information from the text in small bits and pieces, as he/she reads from one word or one sentence to the next, and try to assemble the bits together. An efficient reader, on the other hand, will first try to form an overall 'picture' of the entire text.

2. Understanding the Plan of the Text:

A good reader usually reads a text more than once in order to understand it adequately. The first reading is done at speed, with the intention of making a 'general survey' of the text. Then the reader returns to the text as many times as needed in order to fill in the details.



3. Making Predictions and Informed Guesses:

An unskilled reader plods through a text laboriously, trying to get the meaning of every word. The skilled reader, after reading a few sentences, paragraphs or pages, is able to form a fairly accurate picture of what the author is trying to say, and is able to 'hop' and 'skip' through the text, omitting quite substantial portions of it without missing important information.

4. Local Comprehension:

After reading through the text quickly to form an overall impression, one should focus on the details of the information provided by the writer, which will generally be located in different parts of the text.

6. Guessing the meanings of Unfamiliar Words:

Good readers tackle unknown words in a text by trying to guess their meanings from the context. It is not possible to look up the meanings of all unknown words in the dictionary. If the reader attempts to do that the flow of reading is interrupted. However, this is possible only when the text does not have too many difficult words.

6. Skimming and Scanning:

'Skimming' a text means going through it quickly to get an overall idea of the content. We are not interested in details or any specific information while skim-ming. Scanning' on the other hand, involves searching the text for specific piece of information in which the reader is inter-ested.

7. Understanding Discourse Markers:

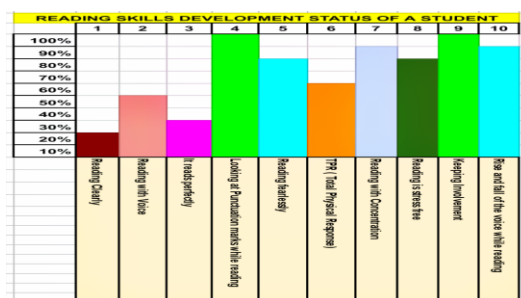
Discourse markers are 'signposts' provided by the writer. These are used in a text to indicate sequence of ideas and signal the writer's point of view. Understanding the writer's use of discourse markers is an important sub-skill of reading. These signposts are helpful because they indicate to the reader the relationship between two parts of the text.

8. Understanding the Organization of a Text:

Every text con-tains a number of different ideas, which are presented in different parts of the text. The manner in which different ideas are related to each other in a text is referred to as the structure or organization of a text. This is controlled by the topic, the writer's purpose and the audience that he/she has in mind. A good reader should be able to trace the organizational pattern in the text.

9. Note-Making:

Note-making is a sub-skill of reading that is highly useful for study purposes. It involves understanding the organization of the text and being able to identify the main points and the supporting details, in skeleton or outline form.



4.WRITING:

According to the eminent scholar Krishnakumar, 'Writing' is an extended form of speaking. It is the art of addressing another person. When you write, it feels like you are talking to yourself. To write in any language, you have to draw many complex shapes on paper. This is called letter. To express the thoughts of the mind on paper with these letters is called 'writing' or 'writing'. Through writing, we can preserve many things such as some facts, a new thought, a memory, etc. Why is there a need for writing in English? What are the types of writing? What are the problems that arise during writing? What are the signs of pure writing? First of all, it is necessary to know about the basics.

(I) Necessity of writing:

- ◆ To strengthen the learning process through writing
- ◆ To manage learning activities
- ◆ To give new thinking a permanent voice
- ◆ To store the data of an object
- ◆ To record
- ◆ For use as the main medium of examination

(ii) Kinds of Writing:

- ◆ Write handwriting
- ◆ See and writing
- ◆ Listen and Writing
- ◆ Long and short question answer writing
- ◆ Paragraph writing
- ◆ Make sentences and writing



- ◆ Creative writing using with relative and non relationship words
- ◆ Question preparation
- ◆ Picture Reading and writing

(III) Problems during writing:

- ◆ "Edge" or "margin" is not put.
- ◆ The right margin is not written.
- ◆ The size of the letters is not the same.
- ◆ Words are not written separately.
- ◆ The line is not straight.
- ◆ Punctuation marks are not used in appropriate places.
- ◆ When writing, the letters of some words are written in a row.
- ◆ Pure spelling is not written.

(iv) Indicators for pure writing:

- ◆ Words should be spelled correctly.
- ◆ The verb, action, and verb must be in the appropriate place in the sentence.
- ◆ Compound words should be together and other words should be at a certain distance from each other.
- ◆ The structure and writing system of the letter must be correct.
- ◆ Correct way should be writing of 'Matra' and 'Phala'
- ◆ Handwriting is required every day.
- ◆ For pure spelling, 'Listen and Write' and 'See and Write' should be done daily.



PRINCIPLES OF EVALUATION PROCESS IN ENGLISH LANGUAGE TEACHING:

Finally, EVALUATION is an important stage and step after learning English. Therefore, to know how successful the teacher is in his teaching or learning process, the necessary evaluation methods are adopted. Such as Continuation Comprehensive Test, Measurement, Evaluation, and Assessment.

A. TEST:

It is true that children are taught in age-appropriate classes. But if the class is unable to acquire useful skills in english language, then it can be said that the teaching has not been effective. There are three types of children in the class. Namely, fast progressing children, medium progressing children and slow progressing children. The main approach is to make slow progressing and medium progressing children equal to fast progressing children. The expectations made among children in achieving the skills or results of each subject do not fully reach the success. As a result of which we see a gap or loss in the learning achievement of the child. Therefore, in order to compensate for this learning loss, it is necessary to have a system of setting standards in an academic year. The main goal is to determine how far the child has been able to acquire the skills and learning outcomes of the subjects and to be able to advance to the next higher class and take up the relevant course.

B. MEASUREMENT:

Measurement refers to the process by which the properties of some physical object are determined. In education and psychology, the word measurement is used to determine the intelligence of an exceptional person. "This test measuring intelligence is commonly used in education and psychology. Measuring the intelligence of a student is another important thing in educational efforts. Which helps in the overall development of the student. The intelligence of the student is measured.

EVALUATION:

The word 'evaluation' is derived from the word 'value' which means 'usefulness of something'. Therefore, rating is some test to measure its usefulness. Rating has taken its place in every civilization. Since ancient times, it has been used with different names, in different ways and for different purposes. Even in the days of the barter system; when money did not come and there was no other medium of exchange, people and society and community used to exchange goods and products to fulfill their needs. In this process of exchange of goods, they used to judge the quality or value of the goods they were exchanging. Now the era has changed, the present era is an era of global trade, international markets, online shopping, online business and multinational society. More specialization is coming, more and more specialized products are being produced by manufacturers. In this era, everything that is needed needs to be of high quality. Education also needs to be of high quality and standard to fit into the highly specialized market economy. Evaluation helps in making right decisions at the right time to move forward in the era or high quality goods and services.



Education is the most important, valuable and biggest investment as it develops and shapes the main source of all resources. Namely human resources. There is a need to develop human resources in such a way that their modern skills and modern values fit into the highly competitive global market. At this time, education will play a very effective and important role. At the same time, it is very important to see whether our efforts are in the right direction or not. It is essential to evaluate the process of education as well as its product i.e. human resource development. According to James Quilia and Paul: “Evaluation is the process of collecting and interpreting evidence on changes in the behavior of all students as they progress through education.”

♦ Evaluation helps us in the following ways:

- (1) Evaluation results tell us about the effectiveness of the education process.
- (2) Evaluation results inform us about the level of achievement of our educational goals. At various levels of education, namely primary, lower primary, upper primary, secondary, senior secondary and higher education.
- (3) Assessment and assessment results help in building a strong educational programme.
- (4) The assessment process acts as a ‘built-in monitor’ within the educational programme to review the progress of learning over time.
- (5) It provides valuable feedback on the design and implementation of the educational programme.
- (6) Assessment at the classroom and school level serves the purpose of achieving the objectives by the students in various domains of educational objectives, such as cognitive, affective and psychomotor.
- (7) Through the assessment results of the students’ performance, the effectiveness of the teaching-learning process, the teaching-learning methods used, the use of teaching aids and the overall teaching-learning environment are also reviewed and improved if necessary.

♦ Need and Importance of Evaluation:

Education guardians, parents, teachers, society, school administration, curriculum, guidance and counseling and education system, the need and importance of evaluation can also be discussed under each teaching process.

1. Students:

The results of evaluation make the students aware of their strengths and weaknesses. It provides them with the means and opportunity to work hard on their weak areas. With the help of evaluation results, their progress is properly monitored and they are kept on the right track through various measures like extra classes and remedial teaching.



2. Parents:

Education is an investment and parents are the real investors. They are also the consumers of education. Through the report cards of their children, they become aware of their progress and based on this, parents take appropriate decisions for the growth and development of their children.

3. Teachers:

Evaluation results give teachers feedback on their teaching methods, presentation, teaching-learning environment and other aspects of teaching, which they have applied in the teaching process. They can improve their teaching by keeping in mind the evaluation results. Satisfactory results add to their motivation and satisfactory results force them to work hard with their students.

4. Society:

The relationship between school and society has been described by John Dewey as a small society in his school. Society and schools are completely dependent on each other for their establishment, development and quality education. The evaluation results of the society are used to assess the performance of the school and to bring about the necessary changes in the school system. Conversely, good schools create good societies.

5. School Administration:

The results of tests and ratings are the only effective means for the school administration to be aware of the efficiency of its staff and the teaching and non-teaching aspects. Keeping in view the results of the assessment, the school administration can make changes in their academic and administrative processes.

6. Curriculum:

Based on the assessment results, desirable changes are made in the curriculum, textbooks and study materials of the curriculum. New curricula can also be started depending on the needs of the society and can be modified according to the requirements of the changing market economy so that employment opportunities are always available for the new generation.

7. Guidance and Counseling:

Guides and counselors use the assessment results of the students for their appropriate guidance and counseling. Various types of tests are also used for this purpose such as interest lists, skill tests, attitude scales, aptitude tests, and value tests, etc. After analyzing the strengths and weaknesses of the students.



D . ASSESSMENT:

Assessment refers to a series of steps used to determine the complex characteristics of an individual or group. It involves collecting and interpreting information about a student's level of achievement of learning goals. Assessment is also used to identify individual student weaknesses and strengths so that educators can provide special academic support, educational programming, or social services. In addition, assessments are developed by a wide range of groups and individuals, including teachers, district administrators, universities, private companies, state departments of education, and groups that include a combination of these individuals and institutions. In classroom assessment, since teachers themselves develop, administer, and analyze the questions, they are more likely to apply the results of the assessment to their own teaching. Therefore, it provides feedback on the effectiveness of teaching and gives students a measure of their progress. Two main functions can be identified for classroom assessment: one is to indicate whether learning has been successful and the other is to clarify the teacher's expectations of students.

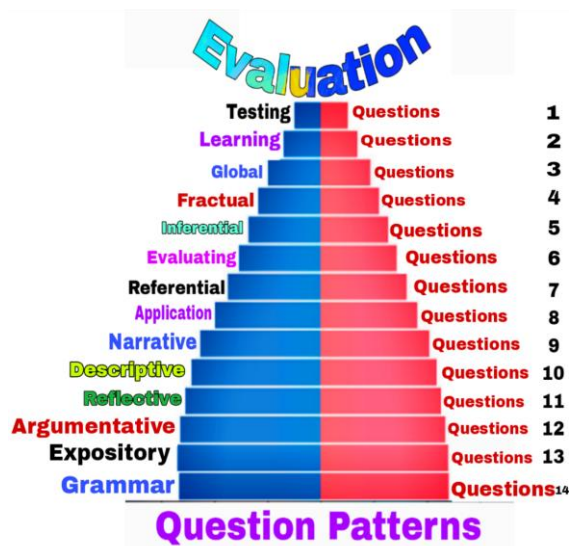
◆ Why Assessment is Important:

First and foremost, assessment is important because it helps students learn. Whether we like it or not, most students focus on their strengths in the best or fastest way to pass their 'tests'. Based on this knowledge, we can use our assessment strategies to guide the type of learning that we can deliver. For example, assessment strategies that focus primarily on the memorization of knowledge are likely to promote additional learning. On the other hand, if we choose assessment strategies that require critical thinking or creative problem solving, we are likely to achieve a higher level of student performance or achievement. In addition, good assessment can help students become more effective self-directed learners. As mentioned above, motivating and guiding learning is only one purpose of assessment. Well-designed assessment strategies also play a vital role in educational decision-making and are a vital component of the quality improvement process underway at the lesson, curriculum and/or course level.

◆ EXAMINATION:

Examination reforms refer to changes made to the processes and standards of assessments in English language, aimed at improving their effectiveness and fairness. These reforms often involve modifying how students are evaluated, focusing on skills beyond rote memorization, and promoting more holistic assessment methods. The examination was conducted in written and orally. When taking an examination in English, you have to face different types of questions. These are the principles of examination in language learning. The patterns of questions in language are followings :

K. QUESTION PATTERNS IN ENGLISH LANGUAGE TEACHING:



1. Testing Questions:

This type of questions to answer two or three lines to test. Testing questions in language refer to the assessment of a person's ability to understand, communicate, and use a language effectively. These questions can be used for various purposes, including placement tests, proficiency tests, and diagnostic assessments. They can be designed to assess different language skills like reading, writing, speaking, and listening, and can be presented in various formats, such as multiple-choice, short answer, or essay questions.

2. Learning Questions:

The purpose of this type of question is to determine how the learners learn or unlearned . Learning questions in language learning are inquiries that guide learners toward deeper understanding, encourage critical thinking, and foster a more meaningful learning experience. They are not just about recalling facts, but about exploring concepts, connecting ideas, and developing a broader understanding of the language.

3. Global Questions:

These questions are related to the main idea of paragraphs. And also Global questions require the recall of a greater number of events at the same time. Inclusion of a greater number of targets in a single question leads to the need to recall a greater number of events.

4. Factual Questions:

Means questions are making related to fact . Factual questions in language are those that seek specific, verifiable information directly from a text or other source. They require straightforward answers based on known facts, often involving "who," "what," "when," "where," or "how". These questions assess basic comprehension and recall of explicit information.



5. Inferential Questions:

These questions are actually not in paragraphs. These are indirect . Inferential questions in language comprehension require students to go beyond the literal meaning of a text and make deductions or draw conclusions based on clues and context provided. These questions test the ability to understand implied meanings, interpret character actions, or make logical inferences.

6. Evaluating Question:

This is indicated to overall view of the text and evaluating language proficiency involves assessing a learner's ability to understand, speak, read, and write effectively in a language. It's a process of judging the quality and effectiveness of language use, often in real-life situations, rather than just rote memorization or achieving grades. Evaluation questions in language can be used to assess comprehension, fluency, accuracy, and overall communication skills.

7. Referential Question:

The answers of these type of questions with pronoun. Referential questions in language are inquiries where the person asking doesn't know the answer, seeking specific information or clarification about a topic, event, or detail. They encourage the exchange of clear and precise information, leading to better understanding and discussion.

8. Application Question:

It is based on knowledge. In the context of language learning or assessments, an "application question" goes beyond simple recall and requires students to apply their knowledge to new or real-world situations. It's not just about understanding the language rules but about using them effectively. These questions encourage students to think critically and demonstrate their understanding by applying language principles in practical scenarios.

9. Narrative Question:

The answers in this question are related to events or series of events. In the context of language and storytelling, a narrative question is a type of question that focuses on the story or narrative itself, rather than on specific facts or details. These questions often explore the larger themes, character development, plot twists, and overall meaning of a story, encouraging deeper engagement with the narrative.

10. Descriptive Question:

The answers of these types of questions are to describe a person or situation etc. In the context of language and writing, a descriptive question is an open-ended inquiry that prompts a detailed or vivid description of a person, place, object, event, or idea. It aims to elicit answers that provide rich details, often using sensory details and vivid language. These questions encourage a comprehensive account, allowing for a more engaging and expressive response.

11. Reflective Question;

It refers to opinion or thought. A reflective question in language prompts individuals to think deeply about their own experiences, knowledge, and perspectives related to a specific topic or event. It encourages introspection and analysis of one's understanding and learning.

12. Argumentative Question:

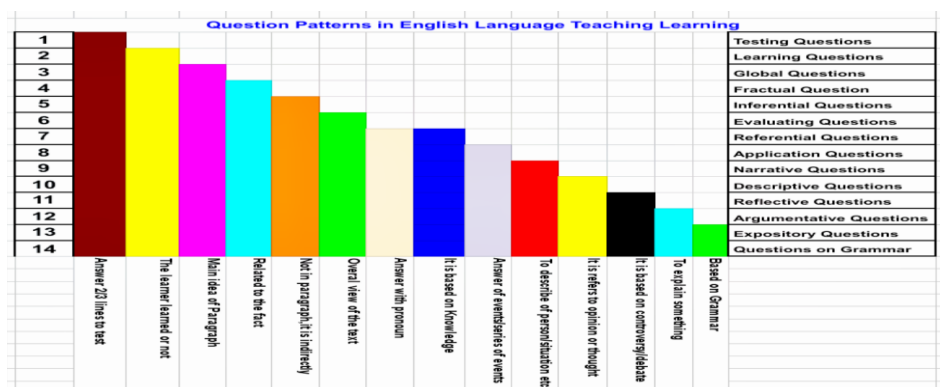
It is based on controversy or debate . An argumentative question is a type of question that's not truly seeking information, but rather aims to persuade, challenge, or subtly argue a point. It often implies a specific viewpoint or assumption that the questioner wants the answerer to agree with, rather than presenting a neutral inquiry.

13. Expository Question:

It refers to explaining something. In the context of language and writing, an expository question is one that seeks to explain, clarify, or provide information about a particular topic or concept. These questions encourage deeper understanding and comprehension rather than eliciting personal opinions or preferences.

14. Questions on Grammar:

Teses questions are based on Grammar.In language, a grammar question refers to any inquiry or statement about the rules and structures of a language, including sentence structure, word forms, and how words relate to each other. It essentially asks for an explanation or clarification of grammatical principles or their application.



CONCLUSION:

Actually, an important objective of teaching English is , where the language teachers should have definite, clear-cut aim for teaching each lesson According to the "Teaching points," the specific aim helps a teacher to know exactly what he is to do during a particular lesson. The teacher with a single, definite objective can concentrate on the aspect of the whole subject and language ability. As a result of which his efforts shall not be scattered in different directions. The teacher therefore, should be clear, sure and practise in selecting the lesson.



He should inform the students of two specific objectives that the students are to learn in a period. This will fix the minds of the students. With the specific aim the students and the teachers can walk hand in hand with confidence. In the words of Gurry, "This clearcut definiteness of aim gives a focus which enables the teacher to see exactly what his pupils have to do in the lesson and helps the pupils to realise exactly what they have to master. It simplifies and focuses the preparation and implies a teacher and his class to concentrate on the topic to be learnt." The teacher has to confront various objectives while teaching a lesson. For example, if the specific object the teacher is "reading aloud," he must decide whether he aims at improvement of oral expression, their ability or to polish their pronunciation. Thus the faces various objectives at the starting point. So he has to take much care to focus his attention on one specific point and accordingly prepare his lesson. It will be easier for him to achieve his objectives of teaching, to select required materials for the lesson and to decide the kind of work he expects from his pupils. He can make his lesson interesting and illustrative.

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